

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Michael Riley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Charlottesville Catholic School

(As it should appear in the official records)

School Mailing Address 1205 Pen Park Road

(If address is P.O. Box, also include street address.)

City Charlottesville State VA Zip Code+4 (9 digits total) 22901-3111

County Albemarle State School Code Number* N/A

Telephone 434-964-0400 Fax 434-964-1373

Web site/URL http://www.cvillecatholic.org E-mail info.ccs@cvillecatholic.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Francine Conway

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: fconway@richmonddiocese.org

Other)

District Name Richmond Diocese Tel. 804-359-5661

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. James Allen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 Middle/Junior high schools
 High schools
 K-12 schools
- TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
☐ Suburban with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural
3. 2 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	20	8	28
K	22	14	36
1	22	16	38
2	18	16	34
3	13	22	35
4	18	19	37
5	23	14	37
6	23	11	34
7	16	15	31
8	19	12	31
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	194	147	341

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 4 % Black or African American
 - 6 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 78 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	362
(5) Total transferred students in row (3) divided by total students in row (4)	0.061
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 5 %
16 Total number ELL
 Number of non-English languages represented: 8
 Specify non-English languages: Spanish, Vietnamese, Thai, Polish, Tamil, Filipino, Korean, Chinese
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %
26 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1 Autism	0 Orthopedic Impairment
0 Deafness	13 Other Health Impaired
0 Deaf-Blindness	10 Specific Learning Disability
0 Emotional Disturbance	2 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	99%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2006

PART III – SUMMARY

Charlottesville Catholic School (CCS), a regional Catholic school operating within the Diocese of Richmond, opened its doors in the basement of a Jewish synagogue in Charlottesville, Virginia on August 26, 1996 with 32 students in grades kindergarten through second. A group of dedicated parents who were looking for support to raise their children as faithful men and women and responsible citizens began the process by seeking local and diocesan support to make their dream a reality. Word spread rapidly as the community rallied around this small, fledgling school, whose mission they believed in, desiring it to succeed.

Charlottesville Catholic School's mission is "to provide a rich and challenging curriculum in a community rooted in the Gospel of Jesus Christ and the traditions of the Catholic Church. The school nurtures students' God-given gifts, cultivates a lifelong thirst for knowledge, and prepares students to embrace their world through lives of faith, service, and leadership." Its four fold vision is to be a premier educational community in the greater Charlottesville area that: (1) combines the traditions of Catholic education with contemporary instructional strategies to enable students to achieve at the highest level and prepare for future success, (2) serves as an integral part of the ministry of the larger Charlottesville Catholic community, (3) provides financial accessibility for families who seek a Catholic education for their children while maintaining the school's fiscal stability in order to serve future generations, and (4) graduates faith-filled students who exemplify Christian values in all aspects of their lives.

This mission and vision were readily embraced by the community as the student body grew exponentially. In order to accommodate the growing numbers, volunteers transformed a former athletic facility into a temporary school ready for the arrival of 105 students kindergarten through fourth grade in August 1998. Three years later, 285 students through seventh grade moved into the newly dedicated school building currently located in Albemarle County. Facilities continued to expand with the addition of a chapel, library, and multipurpose building containing a gymnasium, dining room, and classrooms to allow for the development of music, art, technology and physical education. The current facility's capacity is over 350 students pre-kindergarten through eighth grade drawing from an eight-county region of central Virginia. Simultaneously, faculty increased to further develop both middle school and pre-school curricula, and enhance educational resources. Currently, 68% of faculty members hold advanced degrees.

With the school's educational, physical plant, and financial foundations firmly in place, attention turned to developing CCS as a premier educational community. To that end, efforts have been focused on expanding student extracurricular involvement, growing relations with the larger community through service projects, and participating in local organizational opportunities that fostered student development, while maintaining close relations in the growing school community, and practicing familiar Catholic traditions.

CCS is embarking on an exciting project to expand the facilities and resources to enhance students' ability to actively engage in hands on, inquiry-based learning across the curriculum. The upcoming capital campaign will create science labs for state-of-the-art teaching in both elementary and middle school grades, provide a performance space to facilitate student presentations, integral to the curriculum, and expand kitchen facilities to allow for healthy, on-site lunch preparation. Moreover, growing the endowment will provide the financial resources necessary to support teacher development, academic resources, student scholarships, facility maintenance, and capital upgrades that will secure the school's future.

CCS is characterized by its high academic standards where each child's God-given gifts are nurtured, and learning occurs in an environment rooted in Christian values with a strong sense of family life and community service. The success of the strong academic program is evident in exceptional Terra Nova Test scores with over 63% of fourth through eighth grade students qualifying for the Johns Hopkins Center for Talented Youth Search program over the past three years. CCS graduates excel academically with over 75% earning high school credit while in middle school; over 93% enrolling in honors level courses in high school; at least 60% acceptance for students applying to the county's prestigious math and science academies being accepted; and 100% passing the National Latin Exam for the past four years. Each year students and teachers give over 5,000 hours in service to the local community. Furthermore, the anticipation

ofexpanding hands on, inquiry-based learning opportunities across the curriculum with the addition of new space will inspire critical thinking and problem-solving learners. Just as the first group of parents seventeen years ago worked together to make their vision a reality, the leadership continues to explore and develop opportunities that will advance the school's mission of instilling in all students the moral, spiritual, and academic values to enable them to embrace their world through lives of faith, leadership, and service.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. At Charlottesville Catholic School, the Terra Nova Standardized Assessment, a nationally norm-referenced test, was administered annually in grades one, three, five, and seven. In 2012-2013, seventh grade students scored in the 94th percentile in math and the 90th percentile in reading; fifth grade students scored in the 91st percentile in math and the 85th percentile in reading; and third grade students scored in the 82nd percentile in math and the 84th percentile in reading.

In setting performance goals, the percentile benchmark cutoff score used at Charlottesville Catholic School is the 80th percentile. Grade level learning plans, updated annually by teachers as they analyze Terra Nova data to inform their instruction, target sub-test areas showing scores below this benchmark. Within the Diocese of Richmond, Charlottesville Catholic School students have shown impressive performance, consistently exceeding the diocesan mean percentiles. In 2012-2013 the diocesan mean percentile for seventh grade math and reading was the 80th percentile; indicating that students had an average score fourteen points higher in math and eleven points higher in reading. The diocese fifth grade average percentile in math was 77th and reading was 76th; CCS fifth grade students scored fourteen points higher in math and nine points higher in reading. The diocese third grade average percentile for math was 78th and reading was 77th, placing third graders four points higher in math and seven points higher in reading. In the past five years, scores in both reading and math have consistently ranked above the diocesan mean percentiles. Given that this school has only been in existence for 17 years, to rank so high consistently reflects the academic rigor of the curriculum.

B. A comparative analysis of the Terra Nova scores over the past five years reveals that the school's performance has been relatively even. The past year showed an increase of five points in the scores for seventh grade math from five years prior. The Middle School math department has created a rigorous program in which each grade level has subgroups by ability level (determined by Terra Nova score, teacher recommendation, and math grade in previous year), including on grade-level, advanced for the grade-level, and above grade-level courses. The current eighth grade class has 17 students enrolled in geometry and 8 enrolled in algebra out of a class of 31 students. Additionally, the students entering Middle School have benefited from a rigorous math program in fifth grade.

The seventh grade reading score in 2012-2013 was in the 90th percentile compared to the 88th percentile previously. The numbers indicate a steady increase over the past five years. This is due to many factors, one of which is the continuity of instructors in the sixth and seventh grades. The instructor was with the school for five years and built a solid language arts program. The learning plans she and the eighth grade instructor created targeted areas of need based on previous testing. In addition, the language arts curriculum is taught using challenging reading materials and focuses on vocabulary and comprehension skills.

The fifth grade math scores are consistent, with students scoring in the 91st percentile in four of the five past years. The math teacher has remained constant and the rigorous program prepares the students for the middle school math curriculum. The textbook used in fifth grade is from the same publisher as the middle school math texts, ensuring alignment of the curriculum with the middle school course. In addition, math is taught to all fifth graders by the same teacher, resulting in more consistent scores across the grade. Currently, four fifth grade students have been placed in the sixth grade advanced pre-algebra course. This is an indication of the high level of exposure to math concepts in the third and fourth grades.

The reading scores in fifth grade show more variance, ranging over the past five years from the 89th percentile in 2008-2009 to the current 85th percentile. Until the past two years there have been several different teachers in the fifth grade reading and language arts program. The language arts curriculum committee adopted a new textbook for this school year that focuses on comprehension of informational text and fiction. This change, along with the stability of instruction, will be beneficial for the students and should result in higher scores on standardized testing in the upcoming years.

The third grade reading and math scores have shown the greatest variance in the past five years. There has been a swing in scores between the 82nd percentile in 2009, then a drop the next year to 71st, with the current 84th percentile score. Until last year there had been frequent turnover in staff in the third grade. The current two teachers have focused their attention on developing learning plans that directly impact the areas of need identified by the standardized testing. The results of this long-range planning and instructor stability should result in improved scores in the next standardized testing results.

2. Using Assessment Results:

Charlottesville Catholic School uses a variety of assessment data to analyze and improve student and school performance. For the past five years, in keeping with diocesan policy, teachers have closely analyzed Terra Nova scores to develop an annual learning plan to guide instruction. In this process, both grade level subtest scores and individual score are examined to determine trends and areas of strength and weakness in reading, language arts, math, social studies, and science. Action plans that include instruction to remediate weaknesses, as well as to augment strengths, are designed and implemented by each teacher. Students who have obtained low scores in specific skills are monitored for possible referral to the learning specialists for remediation. Conversely, students with exceptionally high scores are eligible for enrichment programs. For example, in fourth through eighth grade, students performing at the 95th percentile or better in the critical thinking areas of the Terra Nova are eligible to participate in the Johns Hopkins Center for Talented Youth Program. This year, 63% of our elementary and middle school students qualified, and three students scored with high honors. Terra Nova scores have also been used to help determine advanced math placements for middle school students in the following year. The Orleans Hannah Algebra Prognosis Test is administered to all pre-algebra students to help identify students who qualify to take algebra the following year. Ongoing summative and formative assessments in each subject assist teachers in monitoring student performance and mastery of specific skills and content. This year CCS is piloting the Scantron Performance Series (SPS). This criterion and norm-referenced standardized assessment instrument, administered three times a year, yields immediate measures of student ability levels in reading and math. The data also provides information teachers use to ability group students and identify specific individual objectives. These SPS objectives may be linked to a number of online resources including lesson plans and student activities such as netTrekker for both practice and enrichment. The use of this data will ensure that instruction is individualized, thus improving overall school performance.

Parents receive a copy of the Terra Nova home report each spring and are invited to contact the administration for further clarification or discussion. The Renweb parent portal allows parents to view their student's grades at any time. Mid-quarter progress reports and quarterly report cards may also be viewed via Renweb. While formal parent conferences are held annually, parents are encouraged to communicate with teachers regarding the progress of their student as frequently as they deem necessary. As the Scantron assessment pilot continues, parents will receive updated information about their child's academic strengths and weaknesses.

Charlottesville Catholic School is recognized in the community for its academic rigor by high schools to which students matriculate. This information is communicated to all stakeholders in the annual "Good Newsletter", by listing honor roll students in the local newspaper, and by communicating test scores and individual students' successes to the School Board and the Community Council, consisting of community leaders who support the school.

3. Sharing Lessons Learned:

The administration and support staff, including the guidance counselor, learning specialist, and tech support staff, have participated in Diocese of Richmond sponsored training of the Scantron Performance Series and have had opportunities to share results with the two other pilot schools. This testing program will provide partner schools with immediate feedback, including individual student achievement scores, student learning objectives, class learning objectives, and support resources for all teachers. CCS staff will become trainers for other schools in the diocese.

Teachers are encouraged to share their best practices for improving student performance in a number of ways. A segment of the annual diocesan teacher conference is regularly devoted to grade level sharing sessions in which teachers exchange successful teaching tools such as Edmodo, Portaportals, iPad applications, and SMART board tools with their peers. CCS teachers are encouraged to attend conferences and workshops and then share what they have learned with colleagues at faculty meetings. These have recently included writing, math, learning and the brain, and digital learning workshops. Teachers are also given access to online professional learning communities through Edmodo to share new learning strategies that enhance instruction.

The guidance counselor stays in regular communication with counselors at area public and private high schools to ensure that our students are well prepared to take honors level classes and participate in selective programs such as Albemarle County's Mathematics, Engineering, and Science Academy (MESA) program, the Health and Medical Sciences Academy, and the Environmental Studies Academy. The benefit of this information exchange is evident in that last year, six of ten students who applied to these academies were accepted. To date, 100% of CCS eighth grade graduates have been eligible to take honors level classes.

This year the principal initiated a consortium with administrators of other area private schools to provide a forum for exchanging the best practices and exploring possibilities for collaboration. The results have been the creation of collaborative opportunities in sports, the growth of collegiality among the participating schools, and the sharing of successful practices and programs.

To continue development of the STEM program at CCS, research has been conducted of other schools across the country who have successfully integrated STEM instruction into their curricula. Because this initiative is novel at the middle school level locally, the administration believes that CCS can become a flagship for other area middle schools, as well as diocesan schools in this regard.

4. Engaging Families and Community:

Charlottesville Catholic School recognizes the importance of building strong relationships with families and community members to support student success and school improvement. The Parent Teacher Organization (PTO) plays a vital role in supporting the school's overall mission by promoting communication, assisting with various educational, spiritual, and social activities, and recruiting volunteers. Volunteers log countless hours working with teachers supporting instruction and manning events that support the budget, including the 5K race, the Golf Tournament, and the Gala Auction. PTO also sponsors activities and events that build positive relationships among families such as the back-to-school picnic, spirit wear sales, and a spring fling. The Middle School Council, a subgroup of the PTO, sponsors social activities for middle school students and supports community service opportunities. The Spiritual Life Committee enhances the spiritual aspect of our school through activities such as the Saint and Virtue of the Month initiative and the annual Faith Rally, their signature event.

Parents share their professional expertise by participating on committees that support continuous school improvement, including development, marketing, enrollment management, and finance committees. The advisory School Board consists of parents, grandparents, and community members who are committed to ensuring that CCS is a premier private school in Charlottesville.

CCS receives financial support from community groups such as the Community Council, the CCS 100, and the CCS Endowment Committee, as well as dedicated and memorial gifts. Last year, charitable gifts from the community contributed over \$300,000 to the CCS Catholic Education Fund, providing tuition assistance grants to 51% of students whose families demonstrated financial need, tuition benefits to families of faculty/staff, and multi-child family discounts.

Local organizations, including the American Legion and the Knights of Columbus support students financially through scholarship programs. Last year the Grace Cantonwine Scholarship, the Stephen Riordan Award, and the Dr. Michael Salerno Scholarship were awarded to worthy students in recognition of their academic success, character, and community service. Each year the Rotary Club recognizes an eighth grade student with a Leadership Award.

Community service is a way of life for middle school students who logged over 3,200 hours in service to the school, parishes, and community last year. One student was honored for her exemplary volunteer service with the 2013 Presidential Volunteer Service Award. Last year, CCS students, teachers, and parents spent over 3,000 hours on 19 community service projects.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The core of traditional Catholic education is an over-arching faith-based philosophy combined with rigorous academic instruction. In keeping with this tradition, Charlottesville Catholic School has as its mission to “provide a rich and challenging curriculum rooted in the Gospel of Jesus Christ and the Traditions of the Catholic Church.” Instruction, guided by the “Consensus Curriculum” prescribed by the Diocese of Richmond, has as its primary goals the acquisition of both fundamental skills and higher-level analytic abilities. It provides a framework for an integrated, challenging, and diversified course of study.

The elementary reading, language arts, and writing programs are integrated, using a basal anthology and leveled readers supplemented with rich fiction and non-fiction literature. A phonetic approach combined with fluency and comprehension skills solidifies the reading process in the early developmental years. Students transition from learning to read to “reading to learn” by third grade. Instruction is differentiated according to individual learning needs through an ever-expanding library of leveled readers that match curriculum objectives. Writing is an essential part of the language arts curriculum beginning in pre-k, and is scaffolded incrementally through middle school. In middle school, fiction, non-fiction, and poetry are the basis for reading and writing skills with an emphasis on creativity and critical thinking. Opportunities to practice oral language skills beginning in first grade further enhance the language arts experience.

The math curriculum is implemented by collaborating with grade partners and aligning instruction across grade levels to ensure that skills are taught systematically and to the level of mastery. Students learn how mathematical concepts are derived and how to apply them to life skills through instruction of computational skills coupled with a problem solving approach. In middle school, students are homogeneously grouped to ensure success and to provide adequate preparation for the next level. Graduated levels of pre-algebra prepare students for algebra. Students successfully completing algebra are eligible to take geometry, earning high school credit in both subjects.

An inquiry approach to science in all grades is achieved through age appropriate labs, hands-on activities, and student created projects. Grade level texts and accompanying on-line resources support the science curriculum which includes the study of earth/space, physical, life, and environmental sciences.

Grade level texts also inform social studies instruction, including historical, ethical, cultural, geographic, economic, and national/political literacy. Middle school students study American history, civics, and high school level world history.

Charlottesville Catholic School is in compliance with the program’s foreign language requirements. Elementary students receive instruction in conversational Spanish. Introductory Latin is required of all seventh graders. Eighth grade students take either Latin I or Spanish I for high school credit.

Recognizing that technology is a valuable learning tool and teaches key 21st century skills for students, it is used to enhance instruction in all subjects. Teachers utilize SMART boards. Students become proficient in using computers to publish written work, to search the Web, and to create classroom presentations. Middle school students learn advanced computer skills applied across all subjects.

Believing that the arts are essential to development of the whole child, CCS provides art and music instruction to all students. The art curriculum focuses on the communication of ideas and feelings through visual images. Lessons are often integrated with other disciplines to enhance learning. The music program teaches students music appreciation, music theory, movement, and dance. Skills learned and individual talents are featured in school concerts in December and May, and the annual arts exhibition showcases student work and performances.

The physical education program focuses on teaching students skills for healthy living, including fitness,

nutrition, sportsmanship and cooperation. A well-rounded exposure to fundamentals of team sports and movement exploration are included.

The religion curriculum includes prayer, doctrine, Church history, Sacraments, and Scripture. Students learn about and live out their faith through daily religious instruction, weekly Mass, service projects, the Virtue of the Month program and their interactions with one another. Knowledge and practice of the faith are integrated into the culture of the school.

All CCS graduates qualify for honors classes in high school. Alumni consistently report that their preparedness for high school and college was rooted in high academic expectations, strong study skills, and faith development received at Charlottesville Catholic School.

2. Reading/English:

2a. Reading: Charlottesville Catholic School integrates a comprehensive approach to teaching reading. The school curriculum, guided by diocesan standards, focuses on oral and written communication, auditory and visual skills, word and language patterns, strategic thinking with literature, media, and critical thinking skills. In kindergarten through fifth grade, a basal anthology supplemented by leveled readers and novel studies are the instructional tools used. Middle School students experience short stories, plays, poetry, and novels using a text as well as trade books. This combination of using a basal reading program supplemented by both fiction and non-fiction material has been chosen to ensure that all students are consistently taught foundational reading skills which can then be applied to reading across the curriculum.

In the early grades (K-2) students develop phonemic awareness and vocabulary which are applied in text to practice fluency and build comprehension skills. Students are taught specific strategies for decoding unfamiliar words. By third grade, independent reading skills are encouraged as the basal reader continues to build comprehension and students read novels and share their experience in oral and written book reports. Recognizing the importance of reading across the curriculum, teachers guide students to distinguish differences in reading fiction versus informational text.

Students reading below grade level in kindergarten through second grade may receive individual, remedial intervention from the learning specialists. Beginning in third and subsequent grades, students with identified disabilities may have an accommodations plan and/or receive direct intervention with the learning specialists. In the classroom, small group instruction and the use of leveled readers meet the needs of students reading both above and below grade level. Advanced readers have the opportunity to read literature that challenges their skills through individual assignments and personal selections for book reports. Teachers in all grades may access the ever-expanding Literature Library of leveled books. In addition, the media specialists stimulate students' interest in new books through book talks and help individuals identify books at both their reading and interest levels. This year, students are being tested using the Scantron Performance Series in September, January, and April. Results identify individual objectives for each child and yield a Lexile score. Teachers will use this data and supporting instructional resources to individualize instruction below, on, and above grade level.

2b. Middle School language arts at Charlottesville Catholic School is a comprehensive program that includes reading, literature, grammar, composition, vocabulary, and spelling. The program's mission is to advance the knowledge and skills of all students in these areas regardless of level of achievement. To accomplish this goal, the program offers both individualized classroom activities and the support of learning specialists and a learning lab.

The reading and literature program uses both grade level anthologies and supplementary books for the study of novels, plays, poetry, and non-fiction. Instruction emphasizes critical thinking in the analysis of text based on its literature elements. Students are also encouraged to explore their own interests by keeping an independent reading log. Oral presentations and reading aloud are additional components of the reading and literature program. Students also have the opportunity to extend their literature experience through field trips to see professional performances.

Writing is an integral part of the CCS curriculum. Elements such as content development, coherence, voice, style, unity, and mechanics are emphasized. Teachers facilitate critical thinking and creative writing through numerous assignments such as descriptive paragraphs, persuasive essays, short stories, formal letters, and poetry. Students are required to use the most current technology and strategies to improve their writing. For example, Google documents allow for easy organization of writing and materials as well as quick teacher feedback. In order to motivate students to write beyond the classroom, they are encouraged to participate in writing contests such as Letters about Literature, NCTE Promising Young Writers, and the American Legion Writing Contest. A number of students have received recognition with honorable mentions, first, second, and third place awards.

Several other key components round out the curriculum, educating young minds to be excellent communicators. Teachers engage students in grammar through activities that involve memorization, diagramming, and manipulating words and sentences. Numerous methods are used to teach grammar such as flashcards, physical movement, mnemonic devices, group activities, and online games. In learning vocabulary, students identify roots, prefixes, and suffixes in order to decipher the meaning of new words. Spelling is also emphasized, especially in daily writing assignments. The last component of the curriculum is to help students become better public speakers by creating commercials, book talks, poetry readings, and acting out scenes from plays. Every lesson is differentiated so that all students are prepared to meet the challenging curriculum of the middle school.

3. Mathematics:

The math curriculum at Charlottesville Catholic School in grades K-8 combines conceptual learning with practice of basic skills. Instruction is driven by the Diocesan Consensus Curriculum, and an emphasis is placed on exploring math by manipulating objects when possible. The math program used in the elementary grades was chosen because it focuses on skills including computation, problem solving, and explaining how answers are derived. This will prepare our students for 21st century skills requiring analysis, evaluation, and application. Students are challenged to learn key skills, such as memorization of math facts, working with data, and interpreting word problems. Other areas of study include investigation of geometric shapes, construction and interpretation of graphs, exploration of fractions, and measurement concepts. Estimation and actual measurement of liquids and solids using standard and metric units are taught. To ensure conceptual understanding, students use math journals for problem solving and explaining how answers are derived.

Instruction is differentiated in the classroom to accommodate the varying needs and abilities of students by giving students alternate homework assignments and by modifying class assignments to the appropriate level. In some cases, remediation is provided for students by the learning specialists. Students with identified disabilities may have an accommodations plan implemented by the classroom teacher in conjunction with the learning specialist. Whole class instruction ensures that all students solidify foundational skills, while small groups and learning centers are used to meet individual needs. Some teachers offer after school “math clubs” that provide additional tutoring and the opportunities to enjoy math in a fun small group atmosphere.

In middle school, homogeneously grouped classes are taught to ensure maximum success at the student’s ability level. Students are carefully placed at the level best suited to challenge them appropriately. Selections are based on standardized test scores, performance and cumulative exams from the previous year, and teacher recommendations. Middle school mathematics is designed to be the bridge between the elementary curriculum and high school algebra. Students master operations with integers, calculate, work with signed fractions, understand and solve proportions and equations. The curriculum provides one, two, or three additional years of preparation after elementary school, before offering high school level algebra. Students who take algebra at CCS must pass a rigorous cumulative exam and may receive high school credit. Students who successfully complete algebra may take geometry for additional high school credit.

4. Additional Curriculum Area:

a. Science: The science curriculum at Charlottesville Catholic School, based on the Diocesan Consensus Curriculum, is built on a foundation of standards defined by the National Science Education Foundation

which demand that science is an active process. Accordingly, CCS students in grades pre-kindergarten to eighth grade engage in science through instructional strategies that include projects and hands-on laboratory exploration. In the elementary grades, students study Earth and Space, Life, Physical, and Environmental Sciences. In addition, they learn to apply the scientific process and examine historical, personal/social, and ethical/moral perspectives of science. In middle school, the focus of instruction is General Science in sixth grade, Life Science in seventh grade and Physical Science in eighth grade.

In elementary school, a recently published textbook was selected as a resource for instruction because it supports the instructional strategies that CCS believes are most effective for student learning: presentation of the “big ideas”, “essential questions”, attention to key vocabulary concepts, opportunities for guided inquiry, and valuable online resources. The middle school curriculum is supported by a variety of reference materials both hard copy and online.

Outside of their textbooks, students have many opportunities for hands on experiences with science. For example, second grade students were amateur paleontologists as they unearthed and reconstructed dinosaur bone replicas. First graders chewed gum to determine that it weighs more before chewing than after due to the sugar content. Labs and outdoor field studies enhance the middle school science curriculum. Eighth grade students, under the direction of the Chesapeake Bay Foundation, explored and tested the water in a local waterway. “Science Night”, which featured student research projects and other hands on activities for younger students, offered children of all ages the opportunity to “experience” the varied world of science.

In addition, the school has access to many onsite resources including The University of Virginia observatory, the Udvar-Hazy National Air and Space Museum near Washington, DC, the Science Museum in Richmond, VA, and local parks, streams, and farms that provide natural habitats for the study of plant and animal life.

In line with STEM research initiatives across the country, ways to further integrate the science curriculum with technology, engineering, and math and to expose students to potential careers in these fields are being explored. A building addition is planned that will include a middle school science classroom and fully equipped science lab, as well as an elementary STEM lab.

b. Preschool: The pre-kindergarten program at Charlottesville Catholic School provides a kindergarten readiness curriculum based on developmentally appropriate practices. The skills taught are outlined in the Consensus Curriculum of the Diocese of Richmond to ensure a smooth transition into the kindergarten program. Instruction in reading readiness, pre-math skills, science, social studies, and religion lay the foundations for future success. Experiences in art, music, library, and technology are also an integral part of the curriculum. As they participate in daily centers, students learn to work independently and have opportunities to practice social skills such as making friends, developing problem solving abilities, and nurturing a love for learning. Using a developmental approach, children explore their world through hands on activities and play. Charlottesville Catholic School’s pre-k program is highly regarded and sought after in the community. Recently, the preschool was voted the best preschool in the Charlottesville area. Over the past five years, the program has expanded from one half-day class of 14 students to two full day classes meeting five days a week. Kindergarten teachers consistently attest to their readiness for their curriculum by their strong performance in that grade.

5. Instructional Methods:

Teachers at Charlottesville Catholic School use a variety of methods to differentiate instruction. Students are variously grouped, both homogeneously and heterogeneously, depending on the activity. For example, some grade partners share responsibility for homogeneous reading and/or math groups so that all students are challenged appropriately at their level. Heterogeneous groups may be assigned to a science or social studies project so that students may contribute at their level towards a common finished product. Teachers consciously apply Bloom’s taxonomy and are encouraged to use activities and questions that challenge the higher level thinking skills of application, analysis, and synthesis. Within a given lesson, teachers ask a variety of questions, from factual to evaluative, meeting the needs of average and advanced learners. Project

assignments are also designed to allow students the independence to create a product within a range of abilities.

Classroom teachers are supported by two learning specialists who address the needs of students with identified disabilities as well as provide early intervention for at-risk kindergarten to second grade students. Services include remediation, test support, assistance with organization and study skills, and in-class collaboration with the classroom teacher. Identified students have access to supportive technology, including lap top computers and software programs such as "Dragon", "Ginger", "Inspiration/Kidspiration", and "Kurzweil". Identified students also have access to Federal IDEA services through the LEA which provides a special education consultant and instructional resources from their lending library. Title III services through the LEA are also available for a growing ELL population.

As one of three diocesan schools piloting the Scantron Performance Series, an initial assessment has provided data to identify students who need remediation as well as those who are performing above grade level. This assessment tool also provides specific instructional objectives for each student so that they are challenged appropriately in the areas of reading and math.

Recognizing the importance of technology as an instructional tool, Netbooks are available to all middle school students. Students in third through fifth grades have access to a mobile set of Netbooks for classroom use. Teachers in first through eighth grades enhance instruction with Smart Board interactive technology, and kindergarten teachers engage students through iPad applications. In addition, teachers utilize other digital tools to supplement instruction such as Google Docs, Edmodo, Power Point, and Prezi.

6. Professional Development:

All teachers at Charlottesville Catholic School are expected to enhance their skills by participating in professional development opportunities. Federal Title II funds as well as a designated budget item for professional development are available to support teachers who attend workshops. Topics can range from reading and math strategies to incorporating technology into instruction. Funding may also support field-specific conferences such as the Virginia Educational Media Conference, the Association of Teachers of Mathematics, the Virginia Music Educators Association Conference, and the National Teacher Training Institute. Following training, teachers share their new knowledge with colleagues at faculty meetings. At the Diocese of Richmond annual professional development day, teachers have gained knowledge about communication skills, networked with colleagues to share instructional strategies, and explored current research regarding how to engage and motivate students. Teachers have participated in webinars on differentiated instruction and distance learning which they have incorporated into daily classroom instruction. Professional speakers have come to the school to share expertise on classroom management as well as leadership and supervision.

For the past two years, a professional development emphasis has been placed on increasing technology skills that teachers can use to support and enhance instruction. The diocese has contracted a national speaker who presented a variety of ways that technology can be integrated across the curriculum. Recently a day-long conference provided workshops on various technology tools that teachers were immediately able to implement in their classrooms.

With a strong belief in the importance of continuous improvement of quality instruction, the administration has initiated several "teachers as readers" groups. During summer 2013, teachers selected one of three books to read – Differentiated Instruction, by Carol Tomlinson, Behavior Management by Rick Smith, or Daily Five/Café by Bushey & Moser. Teacher groups then reviewed the readings together and collaborated to prepare presentations for their colleagues. Resources are also made available to teachers through professional memberships in ASCD and NCEA. One faculty meeting each month is dedicated to a professional development activity. Through professional development, our faculty has gained valuable information that supports and enhances instructional outcomes.

7. School Leadership

The Principal, who reports to the Catholic Diocese of Richmond Office of Catholic Schools, is charged with ensuring the continuing excellence of all aspects of the operation of Charlottesville Catholic School in accordance with the school's mission statement. The principal is supported by an assistant principal who shares many responsibilities for the leadership of the school. Together, they enforce policies, support programs, build relationships, and provide resources that promote academic rigor and student achievement. The guidance counselor plays an essential role in ensuring that students' emotional, social, and academic needs are met. As a private school, the business manager and development office staff ensure that the school maintains the financial viability to hire quality staff and provide resources to ensure student achievement. An advisory School Board meets with the principal monthly and maintains active committees that include finance, development, marketing, and long-range planning.

The administration is required to ensure that all teachers hold a Virginia Teaching License with an endorsement in the area they teach. During the interview process, teachers are carefully screened by the principal and assistant principal to ensure that their experience and teaching philosophy are aligned with the mission of the school. The faculty is expected to participate in ongoing professional development in order to remain current with educational best practice. Classroom visitations are conducted weekly, during which student engagement and teacher instructional practices are observed. These observations are followed by anecdotal feedback. In addition, a performance evaluation of the entire staff is conducted annually. Lesson plans are monitored to ensure that instruction aligns with the curriculum and that student progress is monitored through formative and summative assessments.

The administration recognizes that maintaining strong internal, as well as parent and community relationships, is essential to stable enrollment, and thereby, the financial security necessary to provide the resources that support student achievement. An active PTO helps to build relationships by facilitating open communication, soliciting volunteers to support teachers, and organizing community events. The principal actively engages other stakeholders including priests, Catholic parishioners, and members of the community at large who promote and financially support the school.

The effect of strong leadership on student achievement is evidenced by standardized test results including consistently high scores on the Terra Nova, and the eligibility of 69% of our students for the Johns Hopkins Center for Talented Youth program, and the success of our students in high school.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$7875
1	\$7875
2	\$7875
3	\$7875
4	\$7875
5	\$7875
6	\$7875
7	\$7875
8	\$7875
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$8100
(School budget divided by enrollment)
5. What is the average financial aid per student? \$1500
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 16%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 51%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	90	92	84	88
Number of students tested	39	36	40	32	37
Percent of total students tested	38	41	37	30	33
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova III</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	91	90	91	91	91
Number of students tested	33	28	37	36	37
Percent of total students tested	32	32	34	33	33
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova III</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	94	90	90	89	89
Number of students tested	32	23	31	40	38
Percent of total students tested	31	26	29	37	34
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova III</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	84	79	87	71	82
Number of students tested	39	36	40	32	37
Percent of total students tested	38	41	37	30	33
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova III</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	85	88	88	90	89
Number of students tested	33	28	37	36	37
Percent of total students tested	32	32	34	33	33
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova III</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>CTB McGraw Hill</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	91	88	88	88
Number of students tested	32	23	31	40	38
Percent of total students tested	31	26	29	37	34
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: